



CANTERBURY SCHOOL

# ACADEMIC GUIDE

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# OUR MISSION

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Founded in 1915 and guided by our Catholic heritage, Canterbury is a college preparatory, coeducational boarding and day school for students in grades 9-12. The School prides itself on creating a community based on its Five Values—Honesty, Respect, Compassion, Spirituality, and Self Reliance—in which students and faculty forge lasting bonds and every student experiences a broad and challenging program in a small school setting. The School’s educational environment fosters academic rigor, athletic development, artistic enrichment, spiritual growth, and strives to ensure a superior experience that prepares students for leading colleges and universities and for life.

With its rigorous and humane approach to students, both in and out of the classroom, Canterbury’s program inculcates vital intellectual and ethical habits of mind. The School sees all students as individuals, encourages them as necessary, challenges them as appropriate, and inspires them to become moral leaders in a complex, secular world.

# OVERVIEW

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## LOCATION

With views of the Litchfield Hills and the town of New Milford, the School's hilltop campus in western Connecticut offers a secure and scenic setting. While the campus's rolling lawns and attractive buildings might seem a world apart, the New Milford town green and a variety of shops and restaurants are only a short walk down the hill. Our boarders appreciate the convenience (after signing out with their dorm parents) of going out to dinner on a weekend with friends or shopping for snacks and necessities. The School is 84 miles from New York City, 45 miles from Hartford, and 35 miles from New Haven.

## ACADEMIC PROGRAM

The curriculum serves a range of academic abilities. We offer a wide array of AP and honors selections as well as support for students who benefit from extra help with coursework. Technology, a powerful tool for learning, is integrated into courses across the curriculum. Each classroom has a SMART Board or JTouch screen, and teachers use iPads and Apple TV to enhance teaching. The Director of the Copley Library is current with research options and serves as a valuable resource to faculty and students. A faculty committee monitors the school's curriculum and encourages the incorporation of current, sound practices.

## THE ARTS: STUDIO AND PERFORMING ARTS

Canterbury offers an exceptionally strong program in the fine arts. The Canterbury Chorale and Varsity Voices perform concerts in the chapel, in the choral classroom, at school meetings, and for special events; Contemporary Music Band, Jazz/Rock/Pop Ensemble, and Rock Band perform in a variety of concerts and engage in impromptu jam sessions; the Orchestra, Classical Chamber Ensemble, and students taking private music lessons give recitals. Vocal students meet in the L. Michael Sheehy '56 Choral Classroom while the MIDI-lab, instrumental classrooms, a recording studio, and practice rooms round out the Stephen '43 and Lacy Hume Music Center.

Canterbury is one of five high schools in the country to have a carillon. The Carillon Guild is a class that meets twice per week, where students learn proper playing technique on a practice clavier in the Chapel of Our Lady. Guild members also climb the tower and play the actual carillon, performing a mix of classical and contemporary arrangements for our community.

Theater students present two major productions each year in Maguire Auditorium. The fall dramatic production and the spring musical always discover new talent in our community. Technical theater is equally important. By opening night, students run the show.

The Studio Art Faculty sponsor exhibitions of work by students and professional artists in the Edward J. Duffy Family Art Gallery throughout the year. A wonderful facility, the gallery and its adjacent studios are flooded with natural light. A juried art show takes place each February with work contributed by students in the art classes. The Steele Hall Dining Room and hallways of Hume Hall also provide a venue for displays of student art, and fall Family Weekend features student art shows. The School's Fine Arts Calendar informs the community of events in music, theater, and the visual arts.

## ATHLETICS

We believe in the value of the athletic experience in our students' education. The pursuit of excellence is at the heart of our program, but developing and strengthening the values of sportsmanship, accountability, leadership, perseverance, and development are major goals. Our program will increase a student's sense of confidence and self-discipline as well as instill an awareness and respect for lifelong fitness and wellness. We believe that daily physical activity is important not only for improving health but also for helping our students perform better in the classroom.

Our athletic tradition is a strong and proud one, best witnessed by the effort, character, and spirit Canterbury teams display. The Saints have won both individual and team New England and Western New England Championships over the years and have hosted many championship events as well as annual tournaments. Competitions are usually held on Wednesdays and Saturdays, with practices on Mondays, Tuesdays, Thursdays, and Fridays.

Our competitive teams are the foundation of our program. All Canterbury students are required to participate in a minimum of two competitive sports or the equivalent out of three seasons during the school year, with the option to do a third or choose an on-campus alternative. All students must participate in a sport or afternoon activity in all three seasons; all Third Formers and new Fourth Formers must participate in a team sport in the fall of their first year at Canterbury. Provided consent of the Athletic Director, students may opt to participate in a sport off campus that Canterbury does not offer to fulfill the athletic requirement.

Canterbury offers athletic opportunities that reflect levels of ability and experience. The fall season includes: cross country, field hockey, football, soccer, and volleyball. The winter season includes: basketball, ice hockey,

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## OVERVIEW

squash, swimming & diving, and wrestling. The spring season includes: baseball, crew, golf, lacrosse, softball, and tennis.

Canterbury's outdoor athletic facilities include five grass playing fields, two synthetic turf fields, one baseball diamond, one softball diamond, and eight tennis courts. Our crew team rows on nearby Lake Lillinonah, and 20 ergs are available on campus for workouts. The golf teams play at Lake Waramaug Country Club. Indoor facilities include an ice rink, four basketball courts, five international size squash courts, an eight-lane 25-yard competitive swim and dive pool, a 60' x 40' wrestling room, a weight room complete with state of the art strength equipment, and a fully staffed training room.

## SCHOOL LIFE

We offer a variety of clubs, organizations, and affinity groups, including but not limited to: Admission Ambassadors, Cantuarian (Yearbook), Community Service, Drama, Model UN, Chicken Keepers, Student Activities Committee, Student Government, Business Association, AHANA, Gender-Sexuality Alliance, and Women of Canterbury.

For our boarding students, life revolves around the dorms—a place to relax and do homework, develop close friendships, and enjoy impromptu social times and good talks with dormmates and faculty residents.

## COMMUNITY SERVICE

Canterbury believes strongly that our students should have an awareness of the importance of committing themselves to returning the good fortune in their lives to those in need. We seek to instill a sense of responsibility for and dedication to a lifetime of volunteer service. Students choose from myriad community service projects, including visiting nursing homes, immersion trips, and hosting service initiatives on campus. Students are encouraged to see the need for service worldwide, but also within the community in which we live and participate. Students are active in assisting New Milford Loaves and Fishes, Camella's Cupboard, and New Milford Social Services through donations to the food banks, helping with needs at their centers, as well as participating in their Sibling Shopping and Walk a Mile For a Meal events. Additional community service activities have included annual initiatives such as Coaches Against Cancer fundraisers, Special Olympics, Oxfam Fast and Oxfam Hunger Banquet, Penguin Plunge, and the Annual American Red Cross Blood Drive. Our faculty members are active volunteers and enjoy working alongside the students.

When time and scheduling allow, faculty members accompany students to Nicaragua during March break and serve at the Fabretto Children's Foundation, helping with projects and interacting with the local students. Additionally, each summer, a group of students and teachers spend a week

in Lourdes, France, assisting pilgrims. Within the United States, students have completed service projects in Appalachia; Camden, NJ; and Chicago, IL.

Canterbury's clubs, organizations, and athletic teams support current and new causes annually. Students are urged to share local organizations from their home areas with our community and create events to support their cause. Notably, every year brings change and new organizations to campus. Students are able to create opportunities based on their interests and concerns.

## SPIRITUAL LIFE

Beyond a required theology course each year and attendance at Sunday Mass, students practice their faith and attend to their spiritual lives as they choose. Form retreats and shared prayer experiences provide opportunities for spiritual growth. Pizza and Prayer, a dinner gathering to accommodate both boarding and day student schedules, is a discussion-level event in which students socialize and engage in conversation centering on spiritual topics. Agape Latte, a new faith-sharing experience brought to campus from Boston College, allows students to hear the faith story of one of their beloved faculty members while enjoying a safe space for questions and discussion. Our spiritual life student leaders—Sacristans and Interfaith Council—also host special events to honor holy seasons, such as Stations of the Cross and Reconciliation Services during Lent, and act as leaders in Campus Ministry events, including retreats and opportunities for interfaith dialogue.

The D'Amour Center for Faith, Service, and Justice is a shared space for the integration of spiritual growth, social responsibility, and justice advocacy. The D'Amour Center creates opportunities for enhanced intellectual inquiry, experiential learning, dialogue, and interconnectivity across disciplines and throughout our community. Grounded with a focus on spirituality, service, and social justice, the D'Amour Center allows students to engage in an interpersonal exploration of the diverse world around us, as well as time for intrapersonal reflection and faith in action through moral and servant leadership.

## WEEKEND ACTIVITIES

Canterbury weekends provide an exciting and fun selection of activities for boarders and day students alike. The Student Life Office plans activities such as dances, performances by comedians/hypnotists, game shows, community events, professional sports games, and other off-campus excursions. Saturday night trips to the movies and Sunday afternoon outings to the mall are predictably popular.

On any given weekend, students and faculty chaperones might be heading to New York City for a musical, hiking the Appalachian Trail, or taking a trip to Six Flags New England in Massachusetts. Dotted with state parks,

scenic roads for biking, and quaint villages, the surrounding countryside is a wonderful area for exploring. Day students often invite boarding students to their homes for the weekend or for holiday celebrations such as Thanksgiving or Easter.

## TRAVEL OPPORTUNITIES

At Canterbury, we believe effective learning takes place both inside and outside the classroom. The "Saints Off the Hill" program provides Canterbury students with experiential, high impact, deeper learning opportunities through various domestic and international travel opportunities. The goal of these offerings is to create globally competent students who investigate the world around them, recognize and appreciate the perspectives of others, communicate effectively with diverse audiences, and see themselves as active participants in an ever-changing world. Travel opportunities happen annually and on a rotating basis. Destinations have included the Lourdes Pilgrimage in France; Montana Leadership Excursion; Israel - The Holy Land Tour; National Parks; and The Canterbury Institute in Puigcerdà, Spain.

# ACADEMIC INFORMATION

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## COURSE OF STUDY

Canterbury's academic year consists of two semesters, the first ending in December and the second concluding in May. Each semester, students take five major core courses and one or more minor courses. Although courses for Third and Fourth Formers are mostly prescribed, they may, in some cases, choose from electives. Fifth and Sixth Formers have more flexibility in course selections. Most major courses require five hours of classwork and five hours of homework per week. Honors sections and Advanced Placement courses require more. Minor courses involve two or three meetings and two hours of homework per week. All underform students are expected to take a minimum of 5 1/2 credits each year. Sixth Form students are expected to take a minimum of 5 credits.

## ACADEMIC CONTACTS

**Questions about Academic matters should be directed to one of the following:**

Suzanne Roberts, Associate Head of School for Academics  
sroberts@cbury.org

Todd Mathewson, Director of Studies  
tmathewson@cbury.org

Kelli Darrin, Director of Curriculum  
kdarrin@cbury.org

Anne Zapletal, Registrar  
azapletal@cbury.org

**Questions about College Counseling matters should be directed to one of the following:**

Sarah Ferland, Director of College Counseling  
sferland@cbury.org

Gretchen McCarthy, Assistant Director of College Counseling  
gmccarthy@cbury.org

**Questions about Donovan Center for Learning matters should be directed to one of the following:**

Alison Bailey, Director of Donovan Center for Learning  
abailey@cbury.org

Teagan Mockus, Assistant Director of Academic Counseling  
tmockus@cbury.org

Will Rayner, Assistant Director of Academic Counseling  
wrayner@cbury.org

## GRADUATION REQUIREMENTS

<b>English</b>	4 credits
<b>Mathematics</b>	3 credits
<b>Science</b>	2 credits (in laboratory science)
<b>World Language</b>	3 credits (attaining level three in at least one world language)
<b>History and Social Sciences</b>	3 credits (including United States History)
<b>Studio and Performing Arts</b>	1 credit
<b>Additional courses</b>	4 credits

Canterbury students enroll in a half credit theology course each year. Total credits required for graduation: 20

To be eligible for a diploma, Sixth Formers must be enrolled in classes on campus in the fall and spring semesters. Sixth Formers who fail a one-credit course or two half credit courses will not receive a diploma. Sixth Formers who fail two half credit courses in the fall semester may not return to campus for the spring semester. Sixth Formers must choose an English course each semester.

## THE ADVISOR SYSTEM

Each student has a faculty advisor who is a key link between the School and the family. The boarding student's advisor often lives in his or her dormitory; the day student's advisor often teaches or coaches the student. In addition to providing guidance on academic matters, advisors offer personal support and encouragement. The faculty advisor receives correspondence from teachers, coaches, activities advisors, and dorm parents about a student's performance. The Donovan Center for Learning also tracks the academic progress of the students. Advisors receive all official reports that parents receive.

## SUPERVISED STUDY AND EXTRA HELP

All boarding students observe quiet time for studying in the dormitories Sunday through Friday evenings. Dormitory faculty and student proctors monitor the evening study period; many faculty are available for extra help during this time. An additional time for extra help is during the conference period four afternoons per week. Of course, students may arrange for extra help with teachers at times that are mutually convenient. Some students are assigned to a daytime study hall during their free periods each progress period. In subsequent progress periods, students are assigned to daytime study hall at the discretion of the Donovan Center for Learning.

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## ADVANCED PLACEMENT AND HONORS COURSES

The Donovan Center for Learning reserves the right, when and where appropriate, to move students into or out of honors or Advanced Placement sections. Predictors of success in Advanced Placement courses or honors sections depend upon numerous factors, including the result of placement examinations, grades previously earned, standardized test scores, and teacher recommendations. All Third, Fourth and Fifth Form students enrolled in Advanced Placement courses are required to take the AP examination in that subject area. Sixth Form students can opt out of taking the AP examination. AP Fine Arts students, regardless of Form, are required to submit a Portfolio in May to the College Board. Students are responsible for any fees associated with Advanced Placement testing.

### THE FOLLOWING COURSES CULMINATE WITH ADVANCED PLACEMENT EXAMS:

AP English Language, AP English Literature, AP Statistics, AP Calculus, AP World History, AP United States History, AP European History, AP Biology, AP Chemistry, AP Physics 1, AP Physics C, AP Psychology, AP Art (2-D Design, 3-D Design, Drawing), AP French Language, AP Spanish Language, AP Spanish Literature.

Honors or AP sections are available in English (4 years), Mathematics (4 years), History (4 years), Science (4 years), and Language (2 or 3 years).

## SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

Syracuse University Project Advance (SUPA) is a dual enrollment program allowing Canterbury students to take and earn college credit for Syracuse University classes taught during the regularly scheduled Canterbury school year by Canterbury teachers trained as adjunct Syracuse University instructors. These university courses for Fifth and Sixth Form students are identical in all important aspects to courses offered to matriculated Syracuse University students using the same syllabi (where appropriate), materials, textbooks, assignments, and assessments. Experiencing the rigor of a college course while still in high school can help students prepare for the expectations and challenges of college academics. Project Advance is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Students may elect to pay Syracuse University a nominal fee for an official Syracuse University transcript representative of earned college credits. SUPA sections offered at Canterbury School are typically three-credit, one-semester courses and can vary from year to year.

## INDEPENDENT STUDY

Fifth and Sixth Formers at Canterbury have the option of taking independent study courses. Students wishing to undertake an independent study must have a good academic record. The topic of the independent study must be outside the established curriculum. They should obtain a faculty advisor and work with that advisor to develop and present a detailed study plan to the Associate Head of School for Academics, the Director of Studies, and the Director of Curriculum well before the independent study begins. To earn independent study credit, a student is expected to complete the equivalent work associated with a minor or major course.

## THE SIXTH FORM PROJECT

A few Sixth Formers undertake off-campus projects after March Break. Such projects must be planned in detail with a faculty advisor and the Director of Curriculum and approved by the Project Committee. Postgraduates may not undertake a Sixth Form Project. Sixth Formers involved in an off-campus project must have been accepted to a college. Those interested in a Sixth Form Project should obtain a copy of the guidelines and procedures from the Director of Curriculum by early January.

## ACADEMIC POLICIES AND PROCEDURES

All Canterbury students must carry a standard load of courses consisting of the equivalent of five majors and one minor. Each student's course of study is determined by the Donovan Center for Learning in consultation with the student, his or her faculty advisor, and relevant faculty. The Academic Counselors try to accommodate course requests, but placement in specific sections and in elective courses depends on numerous factors, including the result of placement examinations, grades previously earned, grade level, departmental prerequisites, special permissions, and scheduling and staffing limitations.

Students may drop or add courses for a specified period of time at the beginning of each semester. A student may drop a course after the sanctioned drop/add period only if the teacher and/or the Donovan Center for Learning deem it necessary. Any full-year course dropped after the close of the first semester is designated as a withdrawal on the transcript. International students or students with diagnosed learning differences may occasionally carry a lighter load. Students who find taking 5 ½ credits too challenging may carry fewer credits after such a decision is reached by the Associate Head of School for Academics and the Director of Studies in consultation with the student, the student's parents, the advisor, and appropriate faculty members. Students who take a reduced load should do so only temporarily. See the section on Honor Roll for the criteria for these students to attain honor roll status.

Students who have missed more than 10 percent of the classes in a course at any point of the year jeopardize gaining credit in the course.

## ACADEMIC INTEGRITY

Because true education is based on the spirit of honest inquiry, Canterbury expects its students to adhere to a high standard of academic integrity. In the classroom, students are expected to submit only their own work. Forms of academic dishonesty include passing off someone else's work as one's own, copying someone else's homework, allowing someone to copy one's homework, using crib notes during a test or quiz, receiving answers during a test or quiz, and plagiarism, which is the use of another person's words, ideas, images, organization, thought or facts without citing the source.

A student could violate standards of academic honesty in exercises not limited to but including quizzes, homework, tests, projects, papers, speeches, and semester exams. Violations result in grade and disciplinary consequences. Dismissal is a possibility for blatant or repeated academic dishonesty. All students receive and sign a copy of Canterbury's Honor Code which defines forms of academic dishonesty and delineates the consequences of such actions.

## ACADEMIC PROBATION

Academic Probation is an official warning from Canterbury notifying students that their performance falls below the School's requirements for "good academic standing" and that they are at risk of not making satisfactory progress toward graduation. While academic probation is not meant to be punitive, this warning should be taken seriously by students as it is an official acknowledgement that the student is in jeopardy of being dismissed if academic issues persist.

## GRADING

Canterbury uses a standard percentage-based system as a basis for grading. The School reports percentages for each course on semester progress reports and letter grades on report cards and transcripts. The percentage grades and the letter equivalents are as follows:

96-100	A+	4.3
90-95	A	4.0
87-89	A-	3.7
84-86	B+	3.3
80-83	B	3.0
77-79	B-	2.7
74-76	C+	2.3
70-73	C	2.0
67-69	C-	1.7
64-66	D+	1.3
60-63	D	1.0
0-59	F	0

The official GPA is recorded on the transcript. The GPA is adjusted for honors, advanced placement, and SUPA courses.

## HONOR ROLL CRITERIA

The following GPAs are used as criteria in naming students to Honor Roll status:

Honors:	3.3 – 3.6
High Honors:	3.7 – 3.9
Highest Honors:	4.0 and above

Students must carry at least five credits and pass all courses to attain Honor Roll status. We make exceptions for the five-credit requirement for those students with documented learning differences. To gain Honor Roll status, these students must earn a GPA that is 0.1 higher for each half credit they fall below five credit hours. The Director of Studies must approve a non-standard load.

## CANTERBURY HONOR SOCIETY

Fifth and Sixth Form honors students are eligible for membership in the Canterbury Honor Society. Fifth Formers with a High Honors cumulative GPA are eligible at the end of the first semester of their Fifth Form year. Sixth Formers with Honors averages who were not inducted in their Fifth Form year may be inducted in their Sixth Form year. Members must be enrolled in a rigorous academic program that includes honors, AP, and SUPA classes in a diverse course of study. Candidates must demonstrate academic integrity and consistent engagement as a positive contributor to the academic culture of the School. The Canterbury Honor Society reviews eligible candidates for induction each semester.

### ELIGIBILITY CRITERIA:

Students enrolled as a Third Former:  
Spring Semester of Fifth Form year

Students enrolled as a Fourth Former:  
Fall Semester of Sixth Form year

Students enrolled as a Fifth Former:  
Fall Semester of Sixth Form year

### NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

*Canterbury School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, financial aid programs, or athletic and other School programs. 2021 Canterbury School.*

## COMMUNICATION WITH PARENTS

Canterbury School issues two progress reports and one report card in the first semester and three progress reports and two report cards in the second. Faculty include written evaluations of all students in all courses with each progress report. Advisors write reports on their advisees in January and June. Fall Family Weekend provides opportunities for parents to meet with faculty and administrators. Parents should feel free to contact the Director of the Donovan Center for Learning, the Director of Studies, the Academic Counselors, or the student's advisor at any time about academic matters.

## DEPARTMENT TESTING DAYS

Faculty uses the following schedule to assign any period test, project, or in-class assignment which takes longer than 20 minutes:

Monday – English and Math  
Tuesday – History/Social Science and Science  
Wednesday – Math and Language  
Thursday – Science and Language  
Friday – History/Social Science and English

A student who has multiple period tests scheduled for the same day may be excused from the last test assigned if he/she brings this to the attention of the teacher as soon as the test is announced. Tests assigned on the designated testing days have priority. The third test will be made up on another day.

## COLLEGE COUNSELING

From their initial college search to taking standardized tests, writing their application essay, and then making their final college choice, our students enjoy the benefit of having a seasoned team of college counselors on their side.

Beginning in January, Fifth Formers meet individually with their college counselor and also meet weekly in small College Workgroups. Soon after the beginning of the school year, the search and application process accelerates for Sixth Formers, who continue to meet weekly in College Workgroups and with their college counselor as often as needed.

Our Third and Fourth Formers also hear from the college counselors a few times throughout the year to begin the conversation about the college process and help them frame their Canterbury experience, both academically and non-academically, with an eye toward college applications.

Our understanding of each student's college goals, coupled with sage advice and attention to detail, ensure a successful and timely college process.

We are proud of our strong record of placing Canterbury graduates in outstanding colleges and universities. Here is a sampling of schools where our graduates have recently matriculated:

American University	Franklin and Marshall College	Tufts University
Amherst College	George Washington University	Union College
Babson College	Georgetown University	United States Coast Guard Academy
Bard College	Georgia Institute of Technology	United States Military Academy
Barnard College	Gettysburg College	University of California at Berkeley
Bates College	Hamilton College	University of California at Los Angeles
Bentley University	Hobart & William Smith Colleges	University of California at San Diego
Boston College	Ithaca College	University of Chicago
Boston University	Lafayette College	University of Colorado at Boulder
Bowdoin College	Lehigh University	University of Connecticut
Brown University	Marist College	University of Delaware
Bucknell University	Miami University, Oxford	University of Denver
Carleton College	Middlebury College	University of Florida
Carnegie Mellon University	Mount Holyoke College	University of Miami
Case Western University	Muhlenberg College	University of Michigan
Catholic University of America	New York University	University of Minnesota
Claremont McKenna College	Northeastern University	University of Notre Dame
Clark University	Oberlin College	University of Pennsylvania
Colby College	Pennsylvania State University	University of Richmond
Colgate University	Providence College	University of Rochester
College of the Holy Cross	Purdue University	University of San Diego
Connecticut College	Rhode Island School of Design	University of Southern California
Cornell University	Rice University	University of Vermont
Dartmouth College	Saint Joseph's University	University of Virginia
Denison College	Santa Clara University	Vanderbilt University
Dickinson College	Skidmore College	Villanova University
Drexel University	Southern Methodist University	Wake Forest University
Duke University	St. Lawrence University	Washington University, St. Louis
Elon University	Stonehill College	Wesleyan University
Emerson College	Stony Brook University	Williams College
Emory University	SUNY Binghamton	Worcester Polytechnic Institute
Fairfield University	Syracuse University	Xavier University
Fordham University	Trinity College	Yale University

## DONOVAN CENTER FOR LEARNING

Every student passes through the doors of the Donovan Center for Learning (DCL) at some point during their Canterbury education. The DCL offers tailored support at all academic levels and affords every student the opportunity to develop the strengths, strategies, and skills needed to become self-reliant and confident learners on our hilltop and beyond.

The DCL is an academic hub, centralizing faculty, advisors, resources, technology, and study spaces that are easily accessible to students throughout the school day. Whether during drop-in hours or by appointment, the DCL serves as a place where students seek help with general homework questions, address academic concerns or challenges, and access any of the following student-centered services:

ACADEMIC COUNSELING

WRITING LAB

MATH LAB

SAT/ACT PREPARATION

GROUP OR PEER TUTORING

INDIVIDUALIZED SUBJECT-SPECIFIC TUTORING  
(UPON DIRECTOR'S EVALUATION)

ORGANIZATIONAL SKILLS

EXECUTIVE FUNCTION SKILL DEVELOPMENT:  
STUDY SKILLS, TIME MANAGEMENT, SELF-ADVOCACY,  
AND TEST-TAKING METHODS

Alison Bailey, Director of the Donovan Center for Learning, is joined by Academic Counselors and faculty tutors in the Writing and Math Labs to support the needs of all Canterbury students.

## GRADUATE PROFILE

In developing the profile of a Canterbury alumnus, Canterbury School considers the skills and habits of mind that our graduates will need for success in this rapidly changing world. Through a robust and interdisciplinary curriculum focusing on cognitive, interpersonal, and intrapersonal development, Canterbury graduates embody four core competencies—writing, speaking, critical thinking, and digital literacy.

### COGNITIVE

It is through cognitive thinking that students are able to develop effective reading, writing, critical thinking, and digital literacy skills. Informed by disciplinary and interdisciplinary insights, faculty encourage the growth of cognitive thinking by engaging students in challenging tasks while providing supportive and timely feedback. Across disciplines, faculty consistently introduce concepts from a variety of perspectives, motivating students toward self-explanation and elaboration while priming self-motivation.

### INTERPERSONAL

It is through interpersonal communication and intercultural skills that students are able to resonate with other people, develop as mindful listeners, and become empathetic learners and individuals. Faculty encourage the growth of interpersonal communication skills through academic coursework focused on seeing the world through a variety of lenses.

### INTRAPERSONAL

It is through intrapersonal communication that students are able to cultivate a sense of identity and recognize their own perspectives. Faculty jointly promote self-confidence and self-discipline in our students through developing problem-solving skills, encouraging patience in learning, and creating spaces for students to take the right type of risk. Our students grow as successful individuals through our emphasis on project-based learning across disciplines.

# COURSE OFFERINGS

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## DIGITAL COMMUNICATION, DESIGN, AND INNOVATION

CHAIR: ROBERT ROFFE

Our Digital Communication, Design, and Innovation program focuses on the development, use, and management of computer science and communication technologies. Our curriculum places emphasis on innovation and the design process in order to prepare students to function as developers and managers of digital applications and content. Courses include instruction in security, policy, programming, and robotics, as well as the design and development of digital animation, photography, audio, and video.

### MAJOR COURSES

#### **DIGITAL MEDIA AND VIDEOGRAPHY (FALL OR SPRING)**

This course is a deep dive into video production and digital media. Through a series of prompts, students will be challenged to create multiple short films, exploring a variety of genres: including music video, narrative, mini-documentary, and experimental. Working in groups, students will master all aspects of production, from writing the script to lighting and sound, working in front of and behind the camera, to final editing and special effects. Students will also learn how to promote and distribute their work while developing their ability to think creatively and work under a deadline. *For Fourth, Fifth and Sixth Formers.*

#### **ENGINEERING (FALL OR SPRING)**

This course encourages students to pursue engineering questions and technological solutions that emphasize research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design by learning how to conceptualize a problem, develop possible solutions, design and build prototypes or models, and make modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies, including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. *For Fifth and Sixth Formers.*

#### **INTRODUCTION TO COMPUTER PROGRAMMING (FALL OR SPRING)**

In this course, students will learn basic computer science skills and concepts using Python. *The course is designed for students with little or no programming skills.*

#### **SYRACUSE UNIVERSITY PROJECT ADVANCE:**

##### **INTRODUCTION TO INFORMATION SECURITY (FALL)**

Introduction to Information Security is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs. *For Fifth and Sixth Formers.*

### MINOR COURSES

#### **DIGITAL ART AND DESIGN (FALL OR SPRING)**

This course offers the foundational concepts of digital art making based in Adobe Photoshop. Students will design digital drawing- and painting-based projects while learning to navigate and organize the Photoshop UI, create custom brushes, use layers and layer effects, design text to pair with imagery, and other basic skills. Prior knowledge of Adobe Photoshop is not required for this course. *This course earns credit towards the Visual and Performing Arts graduation requirement.*

#### **INNOVATION LAB (FALL OR SPRING)**

This course is a hands-on, experiential class where students will have the opportunity to get their hands dirty by deconstructing, constructing, and repurposing materials in the pursuit of developing problem-solving skills in a fun, non-traditional format.

#### **DIGITAL PHOTOGRAPHY (SPRING)**

Students will produce a portfolio of finished works while responding to the guiding question: How does perspective impact an image's message? Taking photographs from extreme points of view, students will focus on composition and the basic elements of design: line, value, shape, form, color, and texture. Creativity and self-expression will be encouraged as students have the freedom to explore while simultaneously working within the parameters of each assignment. Other topics covered will be depth of field, shutter speed, and basic image editing using Adobe Photoshop. *This course earns credit towards the Visual and Performing Arts graduation requirement.*

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# ENGLISH

CO-CHAIRS: ALISON BAILEY AND MADELAINE LORD

The members of the English Department strive to develop in each student the reading, writing, speaking, and critical thinking skills needed to meet the demands of a college curriculum. Novels, plays, short stories, and poems expose students to a rich variety of classic and contemporary world literature and encourage an interpersonal appreciation for literature of other cultures and all genders. Canterbury students practice revision techniques to produce polished essays in different modes, including the narrative, the descriptive, and the analytic. Fifth and Sixth Formers, except students in Honors Race Theory, AP Language, and AP Literature, select two semester-long English electives.

## LANGUAGE AND LITERATURE

This class is a combined skills course integrating acquisition of and improving on all four skill areas of English: listening, speaking, reading, and writing. Students will practice new vocabulary in writing and speaking. This class also focuses on increasing listening and reading skills and strategies with an intensive focus on vocabulary development. Students will develop sentence, paragraph, and essay writing skills. Focus will be on learning grammatical structures and using this knowledge within the writing context. Furthermore, students will have the opportunity to develop strategies to improve their organizational skills and to expand and practice new vocabulary.

## THIRD FORM ENGLISH - THE ELEMENTS OF LITERATURE & COMPOSITION

Studying a variety of short stories, plays, novels, and poems, students look at the ways authors use literary tools to tell moving stories. Readings may include *The Old Man and the Sea*, *The Lord of the Flies*, *The Penelopiad*, and *A Raisin in the Sun*. Students learn to write effective sentences and paragraphs and have the opportunity to practice writing the above-mentioned essay modes. The study of grammar includes instruction on avoiding the more common writing problems. *Honors section available.*

## FOURTH FORM ENGLISH - AMERICAN VOICES

This course will define the term "American Voice," as well as explore what it means to write with a unique American voice. We will consider how this definition has evolved since the birth of our nation by tracing its development through literature and nonfiction. Students will explore current issues and high-interest topics through the close analysis of literature. The course includes all genres—novel, poetry, nonfiction, drama, short story, and film. The writing curriculum gives students the opportunity to focus on writing organized paragraphs and extended essays while practicing the various essay modes of the English Department writing curriculum. *Honors section available.*

## HONORS RACE THEORY

This yearlong course will spend time engaging with a variety of text and films authored or produced by the following individuals: Yaa Gyasi, Harriet Jacobs, James McBride, Tommy Orange, Nicole Chung, Malcolm X, Martin Luther King, Jr. and Ava DuVernay. This discussion-based course will

require students to share their opinions and write daily with an emphasis on the personal narrative. *For Fifth and Sixth Formers.*

## ADVANCED PLACEMENT ENGLISH LANGUAGE

This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. Students are guided to become curious, critical, and responsive readers of diverse texts and become flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course prepares the student to take the AP English Language examination in May. *For Fifth Formers.*

## ADVANCED PLACEMENT ENGLISH LITERATURE

This course seeks to help students read, write, and think more carefully and deliberately. As readers, they focus on authors' use of language to elicit responses from their readers. As writers, they strive to write consciously rather than as an afterthought, seeking to communicate ideas more effectively. By improving their reading and writing skills, the students learn to think more clearly and precisely. In addition, they develop their vocabulary by focusing on bases, prefixes, and suffixes and combinations of those particles in words. The course prepares the student to take the AP English Literature and Composition examination in May. *For Sixth Formers.*

## FIFTH AND SIXTH FORM ELECTIVES

### LITERATURE OF THE VIETNAM CONFLICT (FALL)

Of all the American wars and conflicts throughout history, none has inspired a greater volume of literature than The Vietnam Conflict. The emotional trauma and confusion of that war has led to countless novels, nonfiction narratives, memoirs, song lyrics, and poems often written by those who had fought there, but also by those coping with the aftermath of the fighting. The writing continues to this day as many continue to make sense of what once happened in a small southeast Asian country over forty years ago. In this semester course, we will examine the voice of an American soldier, the voice of a daughter who lost a father to the conflict before she

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## COURSE OFFERINGS

could even meet him, and a voice from the enemy side. This course is offered in honor of Charles L. Bergevin '62, David M. Burke '65, and Paul M. McGrath '62, Canterbury Alumni who lost their lives in the conflict.

### SCIENCE FICTION (FALL)

The English word science comes from the Latin word *scientia*, which means knowledge. Science fiction, therefore, is literally the fiction of knowledge. It's not just about robots, Martians, and flying cars; it's also about how we come to know ourselves and the world around us. Science fiction raises questions about the ethics of scientific experimentation, the limits of exploration, and the nature of personhood. In this course, we will consider those questions through novels and short stories by such writers as Ray Bradbury, Ted Chiang, Kazuo Ishiguro, Ursula K. Le Guin, and Mary Shelley. Students will emerge from the course with a deeper understanding of science fiction's history, themes, and literary conventions.

### HONORS LITERATURE OF EMOTIONAL INTELLIGENCE (FALL)

Why do we feel the way we do, and more importantly, why does it always feel wrong? This semester course explores feelings and emotions, challenging the convention that emotions are private and personal experiences. Students will investigate feelings such as grief, sympathy, love, happiness, and fear through literature and self-reflection. These texts illustrate emotions as lived experiences that are politically and socially shaped, learned, regulated, and controlled by gender, class, and race. This discussion-based course will require students to share their opinions, engage with popular culture and media, and write daily with an emphasis on personal reflection.

### HONORS SATIRE AND FARCE IN LITERATURE (FALL)

In this class, we will discuss the appeal of satire in turbulent times and how literary humor has been levied against governments, cultural conventions, and catastrophe since the ancients held pen in hand. We will explore the structures of humorous writing—irony, wit, parody, and others—and the differences between them by making our way through humorous classics. You will work on mapping the literary DNA of satire and considering how the tricks of the forefathers of written humor can be found in modern satire using a variety of optional texts and finish off by drafting and polishing your own incisive satirical essays.

### POST-INDUSTRIAL LITERATURE (SPRING)

A century ago, leisure time was limited, and life on the farm and in the factory was hard. Over time, the labor movement, the industrial revolution, and the technology revolution have allowed more time for sports and pastimes. As more people watched and participated in leisure time activities, a body of literature inspired by these activities emerged. Our games have given us a rich variety of real and fictional characters as well as a window into the hearts and souls of towns, regions, and nations.

### HONORS GLOBAL POETRY (SPRING)

What makes a poem a poem? For an art form Aristotle famously described as 'universal,' the structure and material of poetry have varied enormously across time and space. This course will explore the scope and intricacy of poetry from around the globe, examining poets such as Elizabeth Bishop, Rumi, William Butler Yeats, Derek Walcott, and Rupi Kaur, who have imagined poetry within the bounds of their chosen material and structure. In this course you will learn the poetic ingredients—imagery, meter, sound, line and others—and how the ways individual poets have made use of them can either root a poem in time and culture or allow it to transcend them. Students will learn to identify and discuss patterns and arguments in poems and try their hands at constructing an anthology of their own poems according to the styles of the semester's poets.

### HONORS LITERATURE OF BEAUTY IN CONTEMPORARY SOCIETY (SPRING)

How do we navigate a world in which beauty does not match the appearance of the majority of the population? In order to understand how "beauty" is constructed, regulated, and perpetuated in contemporary society, this semester course will investigate the history, biology, and sociology of beauty through fictional texts, graphic novels, studies, advertisements, video games, and television. This discussion-based course will require students to share their opinions, engage with popular culture and media, and write daily with an emphasis on personal reflection.

### SYRACUSE UNIVERSITY PROJECT ADVANCE: CREATIVE NONFICTION WRITING (FALL OR SPRING)

This course focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and "new journalism." As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to "tell it slant," however, is to acknowledge the ways in which one's subjective viewpoint shapes what counts as "the truth" in telling a story about one's own or another's experiences. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction. *For Fifth and Sixth Formers.*

## HISTORY AND SOCIAL SCIENCES

CHAIR: THOMAS HAMILTON

The History Department endeavors to promote in students an appreciation for historical knowledge, the critical thinking skills necessary to make sense of it, and the compassion to become active world citizens ready and willing to make a difference. While each course presents core subject knowledge necessary for students to develop a better interpersonal understanding of the world in which they live, the courses further aim to promote historical study as a hugely creative endeavor calling students to ask questions, demand substance, think interpretively, and develop an open mind. Students are expected to develop research skills appropriate to their level.

The department incorporates new classroom technologies into creative presentations, class debates, mock trials, and historical simulations in an effort to stimulate innovative thinking, group collaboration, and other cognitive skills. Student work includes analysis and interpretation supported by historical information. Where applicable, courses are related to current events in areas such as economics, politics, foreign affairs, and environmental issues.

### FOUNDATIONS OF CIVILIZATION

Foundations of Civilization is offered primarily to Third Formers with the purpose of establishing the basis for historical study. The course is designed not only to cover the content of emerging civilizations, but also to introduce and develop organizational, analytical, research, and writing skills. The course begins with an exploration of the history of ancient civilizations in Mesopotamia, China, Africa, and India as well as the "classical" civilizations of Greece and Rome. Students then focus their studies on the formation of empires in Russia, East Asia, Africa, and the Middle East before discussing the European Middle Ages and the formation of early modern Europe. Students complete a number of writing assignments including a short research paper. *Honors section available.*

### WORLD HISTORY

World History is offered primarily to Fourth Formers. The course builds on the "Foundations of Civilization" studied during the Third Form year by exploring several important turning points in European history and assessing their impact on modern civilization. Topics include the Renaissance & Reformation, the Age of Exploration, the Scientific Revolution & Enlightenment, the French Revolution, the Industrial Revolution, Imperialism, the two World Wars and the Cold War. Emphasis is given to the continued instruction and the practice and development of essential skills needed for the study of history, including reading comprehension, analyzing primary source documents, outlining historical arguments and applying an open mind to the study of historical issues. In addition to continuing their development of historical thinking and writing through independent assignments, students work collaboratively throughout the year on a series of "mini-projects" designed to develop specific research skills using a variety of library resources.

### HONORS WORLD HISTORY

Honors World History is offered primarily to Fourth Formers. The course uses a thematic approach to explore European history from the Renaissance to the fall of the Soviet Union and to assess the role of historical themes such as culture, religion, geography, technology, economics, war, and ideology in shaping modern western civilization. Students broaden their understanding of critical events by reading and

analyzing a variety of source materials, thinking interpretively, and writing persuasively. Students are encouraged to "think 360" by exploring topics from a variety of perspectives and engaging in experiential learning through extended debates and simulations before casting judgment on a variety of historical issues. In addition to continuing their development of historical thinking and writing through independent assignments, students work collaboratively throughout the year on a series of "mini-projects" designed to develop specific research skills leading to a small research project in the spring semester.

### ADVANCED PLACEMENT WORLD HISTORY

AP World History is primarily for Fourth Formers. The course builds an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. This understanding is advanced through the acquisition of selective factual knowledge, the application of appropriate analytical skills, and the integration of small research tasks into the class curriculum. The course highlights the nature of changes in international frameworks, their causes and consequences, and comparisons among major societies. Students enrolled in this course are required to take the AP World History exam in May and complete a short research paper.

### UNITED STATES HISTORY

United States History is offered primarily to Fifth Formers. The course is presented chronologically from European arrival to the post World War II era with an emphasis on acquiring core knowledge and interpreting the meaning of the essential events and issues that make up the American heritage. Students continue to develop the essential skills needed to think and write like a historian by applying active reading strategies and engaging in student-centered enrichment activities designed to promote analysis of controversial issues. Each chapter is supplemented with primary source documents from the Stanford Reader series designed to develop skills in critical reading, source analysis, and interpretive thinking. Along the way, students continue to develop their persuasive writing and research skills by completing an independent research project during the second semester. *Required for graduation.*

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## COURSE OFFERINGS

### **HONORS UNITED STATES HISTORY**

Honors United States History is offered primarily to Fifth Formers. This course is structured around this central question: what does it mean to be an American? By this, we mean to search our history from the colonial period to the post-World War II era to discover the beliefs, character traits, and institutions that make America unique. Content is presented thematically by focusing on the role of citizenship, the role of the west, and connecting the past to the present in an effort to understand the consistencies and contradictions in the American Dream. Students engage in experiential learning in the classroom through extended simulations, trials, and debates to promote historical thinking by analyzing controversial issues through a variety of perspectives before casting judgment as an historian. Students learn strategies for critical thinking, persuasive writing, and research which culminates in an interpretive project during the spring semester.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

AP United States History prepares students for intermediate and advanced college courses. Students learn to assess historical materials, weigh evidence and interpretations presented in historical scholarship, arrive at conclusions based on informed judgment, and to present reasons and evidence clearly and persuasively in an essay format. Students enrolled in this course are required to take the AP United States History exam in May and to write a research paper.

### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS**

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Prerequisite: United States History. *For Fifth and Sixth Formers.*

## **FIFTH AND SIXTH FORM ELECTIVES**

### **HISTORY OF LATIN AMERICA (FALL)**

In this course, the 600 year period from Pre-Columbian Americas to the present day will be analyzed through economic, social, political, philosophical, and cultural lenses. This will provide a clearer understanding of how historians study history and Latin America in particular. Understanding why Latin America is so connected to the United States while having its own rich and exciting history will be essential themes of this course. All of this will be done by analysis of primary sources like books, paintings, songs, journals, and cultural items. Excerpts of secondary sources will also be looked at to understand the differing conclusions historians draw from the same information.

### **HOLOCAUST (FALL)**

This course introduces students to the historical origins of anti-Semitism and surveys German history from the twentieth century to World War

II. Emphasis is placed on the political and social developments which elevated the persecution of Jews to official government policy and almost succeeded in the total extermination of Jews from Europe. Through independent reading and research, students will further hone their ability to read and write analytically. A short research paper is required.

### **HONORS COLONIAL AFRICA (FALL)**

This course introduces students to the history of colonial Africa from the late fifteenth century through the period of high colonialism in the late nineteenth and early twentieth centuries. Students will examine the origins, structure, operation, and impact of colonialism, but they will also consider crucial questions of how Africans perceived colonialism and how they reacted after the forcible imposition of colonial rule between 1881 and 1914 when nearly the entire continent of Africa fell under European domination. Readings will include a wide variety of primary, secondary, and literary sources, and students will conduct a series of case studies focused on the experiences of Africans under French, British, and Belgian rule. A short research paper will serve as the final exam for the course.

### **SYRACUSE UNIVERSITY PROJECT ADVANCE: AMERICAN HISTORY TO 1865 (FALL)**

In this course, we will study history as a process through which our society and our country came to be as it is today. Our current society is the product of a diverse and complex past, and a fuller understanding of that past will give us greater insight and perspective into the historical roots of the problems that challenge us. One historian has written, "A nation's attitudes towards its own history is like a window into its own soul and the men and women of such a nation cannot be expected to meet the obligations of the present if they refuse to exhibit honesty, charity, open-mindedness, and a free and growing intelligence towards the past that makes them what they are." *Prerequisite: United States History. Students enrolled in this course will also need to enroll in SUPA American History Since 1865 in the spring.*

### **CORPORATE COLONIALISM (SPRING)**

In this class, students will be learning about the rise of Multinational Corporations (MNC) and their role in imperialism between the 17th and 20th centuries as well as determining if it is still going on to this day. Three questions will frame this class throughout the semester: How did companies colonize European empires? If it did, how did Imperialism and MNC change by the 19th/20th centuries? Globalism or Imperialism? Students will look at companies as case studies throughout the centuries in question, such as the British East India Company, Belgian Free State, United Fruit Company, and Firestone. At the end of the course the students will research an aspect of MNC or Imperialism (social aspects, economic impacts, or political implications) and delve deeply into the subject to understand the nuances and impact of said aspect.

**MODERN MIDDLE EAST (SPRING)**

This course will provide students with an in-depth study of the Middle East Region in the 20th and 21st Centuries. Beginning with the downfall of the Ottoman Empire after World War I, this course examines the European influence on the Middle East, the formation of nation states, and the modernization of the area. It also covers the major events in the region, including the Arab-Israeli conflict, the Iranian Revolution, Islamic radical movements, the Gulf War and US intervention in the region, culminating with the Arab Spring and current events in the region. Students will analyze the causes and effects of the tensions in the region and their global impact. A short research paper is required.

**HONORS POST-COLONIAL AFRICA (SPRING)**

This course introduces students to the history of Sub-Saharan Africa in the twentieth century. The first section of the course will review the era of European conquest in the late nineteenth century and analyze the socio-economic and cultural consequences of colonialism. Students will then consider the factors that brought about an end to European occupation, including the rise of African nationalism across the continent and the armed rebellions that led to independence. The third section of the course examines the postcolonial states, with case studies in the politics of development and the origins and impacts of civil wars, as well as specific country studies on Apartheid South Africa and Nigeria. Finally, students will write a short research paper on a current issue facing one or more African nations. Class materials will include a variety of primary and secondary sources as well as literary works by African authors.

**SYRACUSE UNIVERSITY PROJECT ADVANCE: AMERICAN HISTORY SINCE 1865 (SPRING)**

American History since 1865 is a study of US history from the end of the Civil War to the present. While such a course cannot be fully comprehensive, it will focus on many of the important developments and major trends that have shaped modern American life such as the impact of slavery, US expansionism, the Cold War, globalization, and much more. Through analyzing primary and secondary sources, class discussions, and various types of assignments, students will have a chance to *do* history: allowing them to learn how historians think about, and investigate, the past. By the end of the semester students will not only know more about the American experience, they will have learned how to construct persuasive arguments, to use evidence effectively, and to hone a variety of analytical skills that will be of value to them during their undergraduate experience and in their future. *Prerequisite: SUPA American History to 1865*

**SYRACUSE UNIVERSITY PROJECT ADVANCE: PRINCIPALS & CONTEMPORARY ISSUES IN SPORT MANAGEMENT (SPRING)**

Principles and Contemporary Issues in Sport Management is an introductory course offered through the Syracuse University David Falk College of Sport and Human Dynamics. This course introduces the student to sport management concepts and sectors through an examination of

problems and issues faced by contemporary sport management. Unique characteristics of sport and resulting social and ethical responsibilities of sport managers will be discussed. In addition to the use of traditional pedagogical teaching methods to deliver basic sport management concepts, students are required to complete a comprehensive, hands-on project that demonstrates their comprehension of the different sectors of the industry covered throughout the semester.

**AMERICAN GOVERNMENT (FALL OR SPRING)**

This course is designed to help students understand the history and structure of the American government. The class begins with a study of the Articles of Confederation, the Constitution, and the three branches of government. The course then moves on to such topics as state and local government, the responsibility of the government in domestic affairs, and U.S. foreign policy throughout the years. Through the examination of the American government, students will be better equipped to make informed decisions as citizens. A short research paper is required. *Prerequisite: United States History.*

**INTERNATIONAL DIPLOMACY (FALL OR SPRING)**

This course is dedicated to familiarizing students with the major traditions that have dominated foreign policy. Students will examine prominent theories in international relations while taking part in a series of case studies and simulations. Students will then apply their knowledge of diplomatic history and International Relations theory from the course to discuss and debate the factors that contributed to events including the annexation of the Philippines, the Marshall Plan, the 1953 coup in Iran, the Cuban Missile Crisis, and the Iraq War.

**SYRACUSE UNIVERSITY PROJECT ADVANCE: ECONOMICS OF PERSONAL FINANCE (FALL OR SPRING)**

This Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning.

**SYRACUSE UNIVERSITY PROJECT ADVANCE: ENTREPRENEURSHIP (FALL OR SPRING)**

During this course, we will assess, explore, critique, and celebrate entrepreneurship. Entrepreneurship is approached as a way of thinking and acting, as well as an attitude and a behavior. Our emphasis is on entrepreneurship as a manageable process that can be applied in virtually any organizational setting. Moreover, our interest is in sustainable entrepreneurship, or entrepreneurship over the life cycle of a person's entire career; in organizations as they evolve from start-up enterprises to sizable corporations; and in societies as they move from undeveloped to post-industrial.

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## COURSE OFFERINGS

# LANGUAGE

CHAIR: KEIKO MATHEWSON

The Language Department strives to instill in each student a love for language, cultures, and the satisfaction derived from the relative mastery of a second language. We aim to develop in the student the ability to read with understanding and to speak and write correctly and effectively. We teach structures in context through storytelling and immersing the student in the language during the class period. Emphasis is placed on comprehensive input. We build on this by further presenting the language to the students through expanded reading, speaking, writing, conversation, and group work. Finally, we encourage the students to study language at the college level and to experience those languages and cultures first-hand through chaperoned trips and exchange programs creating inter/intrapersonal connections to the languages being studied.

Spanish language students can opt to partake in an exchange with the San Cayetano School in Palma de Mallorca, Spain. The Summer Institute in Puigcerdà is an academic and cultural program for students in all levels of Spanish. French students have the opportunity to take a trip to Quebec in the colder weather and experience the Francophone language and culture.

In Latin, students develop reading fluency and cognitive skills. With continual exposure to vocabulary, forms, and grammatical structures within a text, we reinforce the students' understanding of these topics. We teach the Latin language and topics in Roman culture in context, with a view to enrich the students' experience of each author covered.

Language courses at all levels are scaffolded to the AP Exam allowing implementation of real life situations and more useful vocabulary to all students.

Note: In addition to fulfilling the three-year language requirement, students may elect to take a second language. In doing so, they must commit to study that language for at least two years. Sixth Formers may not enroll in a first-year language.

The Donovan Center for Learning may waive the three-year language requirement for students with diagnosed language or learning differences. Students for whom English is a second language are expected to meet all of the School's distribution requirements with the exception of foreign language.

## FRENCH

### FRENCH 1

In French 1 students acquire useful, high frequency vocabulary. By the end of the first year, the students are able to express themselves in the present and past tenses. Thematic vocabulary includes family, home, school schedule, sports, clothes, colors, numbers, dates, and life at Canterbury.

### FRENCH 2

By the end of Level 2 students are studying the basics of the subjunctive mood. Students in French 2 master the past tenses, the imparfait and the passé composé. Thematic topics of vocabulary include talking on the phone and sending texts, personal relationships, life at home and at Canterbury, going on a date, fashion, shopping, and school life.

### FRENCH 3

In French 3 the students round out their study of French grammar, and continue the mastery of the past tenses and future, conditional and subjunctive. An emphasis on oral and more advanced written communication also continues at this level. We use video clips to expose the students to native speakers. *Honors section available.*

### FRENCH 4

In French 4 the students refine their grammar through a final review of the major grammatical topics and verb tenses. In addition, the students study culture through film, literature, and music. A series of film shorts supplements the learning. *Honors section available.*

### ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Students in the AP Language class prepare for the AP Language and Culture exam. Conducted exclusively in French, the course continues to develop all language skills. The students also compose and express more complex thoughts and ideas, review grammar, and become familiar with the format of the AP exam. Though the AP exam is the final assessment, this class continues the acquisition of structures and fine-tunes language use and skills. The course prepares students to take the AP French Language exam in May.

## SPANISH

### SPANISH 1

In Level 1 students acquire useful, high frequency vocabulary. By the end of the first year, the students are able to express themselves effectively in the present tense and can recognize the past tenses. Thematic vocabulary includes family, home, school schedule and sports, travel, clothes and colors, numbers and dates, and life at Canterbury.

**SPANISH 2**

By the end of Level 2 students are studying the basics of the subjunctive mood. Students in Spanish 2 master the past tense, the imperfect and preterit. Thematic topics of vocabulary include talking on the phone and sending texts, personal relationships, life at home and at Canterbury, going on a date, fashion, shopping, and school life.

**SPANISH 3**

In Spanish 3 the students complete their study of grammar, focusing on the perfect tenses and the subjunctive. We continue the emphasis on oral and more advanced written communication at this level. Students who have shown a knack for and ease with the language may be selected for the honors Spanish 3 class where we begin to focus on Advanced Placement tasks. *Honors section available.*

**SPANISH 4**

In Spanish 4 the students refine their grammar through a final, sweeping review of the major grammatical topics and verb tenses. In addition, the students study culture through film, original literature, and music. A series of film shorts supplement the learning. *Honors section available.*

**ADVANCED TOPICS IN SPANISH - CONVERSATION AND CONTROVERSY**

In this course, students will cover a variety of topics ranging from deforestation to immigration, racism, and the many challenges that arise with these issues. Through authentic documentaries, articles, and podcasts, students will live the issues facing many Spanish speakers in the United States and in their home countries. With the use of debates, speeches, and persuasive writing, the students will culminate their language experience by covering current topics and being able to speak to the topic in the second language. *Department approval required.*

**ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Conducted exclusively in Spanish, this course continues to develop language skills. Students will also compose and express more complex thoughts and ideas, review grammar, and become familiar with the format of the AP exam. Though the AP exam is the final assessment, this class continues language acquisition and fine-tunes language use and skills. The course prepares students to take the AP Spanish Language exam in May.

**ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE**

Students in this class read representative prose (short stories, novels and essays), poetry, and drama from the Spanish speaking world. This is a survey course that follows the reading list published by the College Board. The students make connections between the works read and the historical period and regions in which they were written. Students develop a deeper understanding of the cultures of the Spanish-speaking world. The course prepares students to take the AP Spanish Literature exam in May.

**CLASSICS****LATIN 1**

Students learn the fundamentals of Latin grammar, vocabulary, and syntax as they focus on reading Latin and using conversational Latin. The reading passages are adapted from Plautus to Boethius, through which the students come to understand the many facets of the Roman and post-Roman world.

**LATIN 2**

Students expand their learning of basic grammar and vocabulary as they read about Heloise and Abelard, Charlemagne, and Christopher Columbus. Cultural study includes aspects of the use of Latin in the Middle Ages, the Renaissance, and in early modern life.

**LATIN 3**

Students begin the year by reading excerpts from Julius Caesar's *De Bello Gallico* and selections from Catullus and Cicero. In the second semester, the students read selections from books 1-6 of Vergil's *Aeneid* as well as excerpts from Horace's *Odes* and Ovid's *Metamorphoses* within the cultural context of the Augustan age. Finally, they will read post-antique era authors, including Erasmus, Petrarch, and John Parke. *Honors section available.*

**LATIN 4**

Students in Latin 4 will read selections from Vergil's *Aeneid*, books I-VI, and will study the necessary grammar and syntax as well as versification and figures of speech. Students will take periodic tests on the material and will write essays on the meaning of the poetry and the historical background of the poem. *Honors section available.*

**ADVANCED PLACEMENT LATIN**

AP Latin is equivalent to an upper-intermediate level college course in Latin focusing on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. Students cultivate their understanding of classics through preparing and translating readings and considering themes in the context of ancient literature as they explore concepts like literary techniques, Roman values, war and empire, leadership, views of non-Romans, history and memory, and human beings and the gods.

## MATHEMATICS

CHAIR: CHRISTOPHER ROBERTS

Our dynamic mathematics program makes use of iPads and Apple TV to create an interactive experience for students in class. Teachers are able to interact with the textbook and can create and make class notes available to students. Additionally, interactive calculators and course specific apps allow students to focus on problem-solving, critical thinking and the exploration of mathematical principles at the highest levels. By creating an interactive environment, teachers are able to engage students in discussions of multiple approaches to math problems and provide instant feedback. Math becomes more than an exercise in finding the right answer as students learn the richness of mathematical concepts and how they can be used. Eligible Fifth and Sixth Formers may continue with advanced studies in courses that include AP Statistics, AP Calculus, Honors Linear Algebra, and Honors Multivariable Calculus.

### ALGEBRA 1

Basic concepts and properties of elementary algebra are introduced early to prepare students for equation solving. Concepts and skills are introduced algebraically, graphically, numerically, and verbally, often in the same lesson to help students make connections. Frequent and varied skill practice ensures student proficiency and success. Special attention is given to signed numbers, positive and negative exponents, linear equations, factoring, radicals, simultaneous equations, verbal problems, and test-taking strategies.

### GEOMETRY

This full year course regards the properties of right triangles, similar triangles, polygons, and circles. Their geometric properties are treated synthetically with logic and proof, as well as analytically with coordinates and algebra. Multiple formats are supported through mastery including two column and indirect proofs. Students learn to value the need to think logically and present ideas in a clear order. Traditional geometry concepts and deductive reasoning are emphasized throughout, while measurement and applications are integrated to motivate students via real-world connections. Algebra 1 skills are reviewed at point-of-use, ensuring students maintain these skills. *Honors section available.*

### ALGEBRA 2

The goal of the intermediate algebra course is to introduce and automate the middle-level algebra skills. Practice in the fundamental topics (linear equations, exponents, logarithms, graphs, verbal problems, systems of linear and nonlinear equations, complex numbers, right triangle trigonometry, quadratic equations, and linear and quadratic functions) is provided. *Honors section available.*

### ELEMENTARY FUNCTIONS

Elementary Functions will extensively review concepts covered in Algebra and Geometry. Additionally, we will explore both familiar functions and new functions through a more critical lens. Throughout the year your knowledge and skills acquired in previous courses will be strengthened through effort and practice. Some topics we will explore include– linear systems, polynomial functions, exponents, and logarithms. We will end the year with an extensive study of trigonometry both as the solution to triangles and as the study of circular functions.

### PROBABILITY AND STATISTICS

This course provides an elementary introduction to probability theory and mathematical statistics that emphasize the probabilistic foundations required to understand probability models and statistical methods. Topics include: basic combinatorics, discrete and continuous random variables, probability distributions, mathematical expectation, hypothesis testing, confidence intervals, and linear regression.

### PRE-CALCULUS

Pre-Calculus prepares students for a college-level Calculus course by extending the student's knowledge and skills acquired in previous courses. The course begins with a thorough review of selected topics– linear systems, polynomial functions, exponents, logarithms, sequences, series–and continues with an extensive study of trigonometry both as the solution to triangles and as the study of circular functions. At a more rapid pace, the honors section includes the usual topics treated at the beginning of a Calculus course (limits, derivatives, applications of derivatives). *Honors section available.*

### CALCULUS

This course covers many of the topics included in a college-level Calculus course. Topics include limits, methods of differentiation, related rates, maximization, Riemann sums, methods of integration, and area. The course is not as rigorous as AP Calculus and will not cover all of the topics on the AP syllabus.

### ADVANCED PLACEMENT CALCULUS

This course closely examines the theory behind and the applications of the derivative. A strong background knowledge of elementary functions and analytic geometry is required. The second half of this course closely examines integral calculus. The course curriculum satisfies the AB syllabus of the AP program. The course prepares students to take the AP Calculus exam in May.

**ADVANCED PLACEMENT STATISTICS**

This course covers the AP syllabus with specific emphasis in data exploration, experimental design, probability, and statistical inference. AP Statistics is a non-calculus based course which introduces students to methods and tools for collecting, analyzing, and drawing conclusions from data. This course is graphing calculator intensive. The course prepares students to take the AP Statistics exam in May.

**HONORS MULTIVARIABLE CALCULUS**

This college-level course is for students with a strong interest in mathematics and solid foundation in single variable Calculus. This course introduces and explores differentiation and integration of functions of more than one variable, including partial derivatives, directional derivatives and gradients. This course also investigates max/min problems, Lagrange's method, double and triple integrals, vector fields, line integrals, Green's, Gauss's, and Stokes's theorems. Enrollment in this year-long course is restricted to students who have successfully completed Advanced Placement Calculus.

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## COURSE OFFERINGS

### SCIENCE

CHAIR: CAMMY ROFFE

The Science Department focuses on the excitement of learning about the natural world. Introductory courses provide a solid foundation in analytical and critical thinking, experimentation, and problem solving. Laboratory work and guided inquiry-based experiments engage students with modern science techniques that connect concepts learned in the classroom to practice and application in the lab. Recent technological innovations are used in the classroom and laboratory to reach a wide range of learners and increase student involvement. Applications and current events in science are addressed on a regular basis to create interpersonal connections with the material and apply knowledge to problem solving in the real world. Traditional laboratory courses in biology, chemistry, and physics are offered at three levels: regular, honors, and Advanced Placement (AP). Numerous advanced science electives are also available for Fifth and Sixth Form students. \*Indicates a lab fee for the course.

#### **BIOLOGY (LAB)\***

This introductory laboratory course explores a molecular approach to the study of living systems by examining evolutionary development, genetic continuity, and biological and ecological diversity. Using actual data from laboratory evidence, students develop analytic skills consistent with the biological themes of change, diversity, energy, homeostasis and scientific inquiry. In the lab students investigate the molecular and cellular structures of living organisms, proceeding to larger and more inclusive organizational levels. This course provides many of the primary skills and knowledge necessary for success in the study of subsequent science courses. *Primarily for Third Formers.*

#### **HONORS BIOLOGY (LAB)\***

This course includes an in-depth coverage of living systems with extensive laboratory experiences. Students develop analytic skills consistent with the biological themes of change, diversity, energy, homeostasis, and scientific inquiry. Students must demonstrate excellent understanding of the molecular and cellular structures of living organisms. In the lab, students investigate the molecular and cellular structures of living organisms, proceeding to larger and more inclusive organizational levels. In inquiry-based laboratory experiments students learn to critically analyze and interpret data. *Primarily for Third Formers.*

#### **ADVANCED PLACEMENT BIOLOGY (LAB)\***

In Advanced Placement Biology, students explore science as a process where new properties emerge at each level in the biological hierarchy. They explore how organisms interact with each other and with the physical environment, energy transfer and transformation, and the correlation of structure and function at all levels of biological organization. Studying cells as an organism's basic unit, students proceed to studies of the heritable continuity of life in the form of DNA, the feedback mechanisms that regulate biological systems, and evolution as the overarching theme of biology. A strong emphasis on advanced laboratory analysis is critical for understanding the molecular and chemical functions of living organisms and systems. The course prepares students to take the AP Biology exam in May. Minimum prerequisite: Honors Biology and Honors Chemistry. *For Fifth and Sixth Formers.*

#### **CHEMISTRY (LAB)\***

This introductory laboratory course covers fundamental chemical concepts and helps students develop their critical thinking and problem-solving skills. Students learn about matter, physical and chemical properties and changes, chemical composition and nomenclature, reactions and stoichiometry, energy, modern atomic theory and bonding, gases, liquids, solids, solutions, acids and bases, and equilibrium. The course may be blended and include interactive activities and assignments in both traditional and web-based formats. Students practice collaboration and problem solving in the laboratory as well as at the whiteboards. In weekly laboratories, students observe and explore chemical phenomena in inquiry-based labs. Students keep a laboratory notebook and learn to collect, analyze, interpret, and present experimental data. A balance of traditional low-tech equipment and state-of-the-art probeware is used. Minimum prerequisite: Algebra 1. *For Fourth and Fifth Formers.*

#### **HONORS CHEMISTRY (LAB)\***

This in-depth laboratory course covers fundamental chemical concepts and helps students develop their critical thinking and problem-solving skills. Students learn about matter, physical and chemical properties and changes, chemical composition and nomenclature, reactions and stoichiometry, energy, modern atomic theory and bonding, gases, liquids, solids, solutions, acids and bases, equilibrium, electrochemistry, and nuclear chemistry. The course is blended and includes interactive activities and assignments in both traditional and web-based formats. Students practice collaboration and problem solving in the laboratory as well as at the whiteboards. In weekly laboratories, students observe and explore chemical phenomena in inquiry-based labs. Students keep a laboratory notebook and learn to collect, analyze, interpret, and present experimental data. A balance of traditional low-tech equipment and state-of-the-art probeware is used. Minimum prerequisite: Algebra 1. *For Fourth and Fifth Formers.*

#### **ADVANCED PLACEMENT CHEMISTRY (LAB)\***

Students perform advanced chemical calculations using data acquired during laboratory experimentation. Critical thinking and problem-solving skills are developed as students learn about atomic theory and structure, chemical bonding, nuclear chemistry, gas laws, and kinetic-molecular

theory, reaction types, stoichiometry, equilibrium, and thermochemistry. The course prepares students to take the AP Chemistry exam in May. Minimum prerequisite: Honors Algebra 2 and Honors Chemistry. *For Fifth and Sixth Formers.*

#### **PHYSICS (LAB)\***

This is an introductory, laboratory-based course that emphasizes a conceptual understanding of physics. Topics covered include kinematics, Newtonian mechanics, momentum, collisions, energy, electricity and magnetism, heat, sound, and light. Numerous real-world applications are explored so that students come away from the course understanding the rules of nature and how things work. In the laboratory, students observe and explore physical phenomena and ultimately design experiments in inquiry-based labs. Experimental design methods, laboratory data analysis techniques, and error analysis are covered. A balance of traditional low-tech equipment and state-of-the-art probeware is used to appeal to a wide variety of learners. Minimum prerequisite: Algebra 2, concurrently. *For Fifth and Sixth Formers.*

#### **ADVANCED PLACEMENT PHYSICS 1 (LAB)\***

In this college level course, topics are covered in-depth and the material is cumulative. In the first semester, students study kinematics, Newton's laws, work, energy and power, as well as momentum and collisions. In the second semester they study circular motion and the universal law of gravitation, simple harmonic motion, introductory circuits, mechanical waves, and sound. Additional topics may include optics, thermal physics and modern physics. Collaborative work is promoted in problem solving, laboratory experiments, and presentations. In the laboratory, students observe and explore physical phenomena and ultimately design experiments in inquiry-based labs. Experimental methods and techniques of data collection, interpretation and error analysis are covered. A balance of traditional low-tech equipment and state-of-the-art probeware is used. The course prepares students to take the AP Physics 1 test in May. Prerequisites: Honors Chemistry, Honors Pre-Calculus, concurrently. *For Fifth and Sixth Formers.*

#### **ADVANCED PLACEMENT PHYSICS C (LAB)\***

In this college level course, topics are covered in-depth and the material is cumulative. In the first semester, students study kinematics, Newton's laws, work, energy, and power, linear momentum and collisions, circular motion and rotational oscillations, and the universal law of gravitation. In the second semester they study electrostatics, conductors and dielectrics, circuits, magnetic fields, and electromagnetism. Introductory differential and integral calculus is used throughout the course. Collaborative work is promoted in problem solving. In the laboratory, students observe and explore physical phenomena and ultimately design experiments in inquiry-based labs. Experimental methods and techniques of data collection interpretation and error analysis are covered. A balance of traditional low-tech equipment and state-of-the-art probeware is used. The course prepares

students to take the AP Physics C Mechanics test and the AP Physics C Electricity and Magnetism test in May. Minimum prerequisites: Honors Chemistry and Calculus, concurrently. *For Fifth and Sixth Formers.*

#### **ADVANCED PLACEMENT PSYCHOLOGY**

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course prepares students to take the AP Psychology exam in May. *For Sixth Formers.*

#### **SYRACUSE UNIVERSITY PROJECT ADVANCE EARTH SYSTEM SCIENCE (LAB)\***

Earth System Science illustrates the interconnectedness of biologic, hydrologic, atmospheric, and geologic processes in shaping our planet. This new approach to geology reflects a more integrated view toward the study of Earth. In today's world, with increasing global population, the threat of global warming, and a growing demand for raw materials and energy, a basic understanding of the Earth system is more important than ever. Minimum prerequisite: Pre-Calculus. *For Fifth and Sixth Formers.*

### **ELECTIVES**

#### **ECOLOGY (LAB)\* (FALL)**

This semester lab course introduces basic concepts in the ecology of individual organisms, their populations, and the biological communities in which they live. Emphasis is on terrestrial plant and animal ecology. The historical, evolutionary, and ecological processes determining the distribution of ecosystems, habitats, and species are introduced. Theories of competition, predation, disease, and mutualism help explain the functioning of biological communities. *For Third and Fourth Formers.*

#### **BIOCHEMISTRY (FALL)**

Biochemistry is the study of chemical processes that occur within living organisms. Students in this course will learn about the structure and functionality of biomolecules including proteins, lipids, carbohydrates, and nucleic acids, as well as their relation to chemical processes such as enzymatic catalysis and metabolism. This course is intended to provide a broad introduction to the subject. Emphasis will be placed on laboratory techniques and methods related to current and historic biochemistry research. *For Fifth and Sixth Formers.*

#### **ENVIRONMENTAL SCIENCE (LAB)\* (SPRING)**

Using the Canterbury environs as a case study, students explore forest, field, and pond ecosystems, pollution of air, water and soil, toxic waste, carbon footprints, population growth, and environmental activism. Primary reading sources include the Internet, newspapers, and scholarly journals. Students conduct laboratory studies of water quality and the dominant

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## COURSE OFFERINGS

populations of living organisms on the East Aspetuck River in New Milford. In conjunction with the Connecticut Department of Environmental Protection, students collect chemical and biological data and analyze it to determine levels of water quality. *For Third and Fourth Formers.*

### **NUTRITIONAL SCIENCE (SPRING)**

This course introduces students to the fundamentals of human nutrition. Students will explore the role that nutrition, exercise, sleep, and other health behaviors have on human function and performance. Through investigations of scientific literature, students will be able to understand the role that social, psychological, ecological, and political factors have on nutrition in society and our community. *For Fifth and Sixth Formers.*

### **ANIMAL ANATOMY (LAB)\* (FALL OR SPRING)**

Students in this course study the anatomy of a diverse selection of animal life. They learn the homologous and analogous structures and functions found in invertebrates and vertebrates. Students investigate structures at the cellular level through microscopes; the study of larger animals involves the dissection of preserved specimens. The course will also include how today's newer classification system reflects a more phylogenetic arrangement and more consistent evolutionary relationships. Prerequisite: Biology. *For Fourth and Fifth Formers.*

### **PSYCHOLOGY OF BEHAVIOR AND RELATIONSHIPS (FALL OR SPRING)**

This course will focus on the effects of social interaction, social processes, as well as theory and research concerning the human personality. Topics include conformity, prejudice, altruism, group behavior, prosocial behavior, personality traits, genetic and biological influences on personality, personality dysfunctions and more. *For Fifth and Sixth Formers.*

### **SCIENCE OF RACE IN AMERICA (FALL OR SPRING)**

This course will examine the social history of major racial groups in the United States and provide a sociological understanding of how both race and ethnic relations shape the lives of Americans. Using a sociological lens, we will be examining the status of major racial groups in contemporary American society, as well as investigating social inequality and the way it relates to race and ethnicity. Topics include colorblind ideology, intersectionality, individual and institutional racism, and racial stereotyping. *For Fifth and Sixth Formers.*

# THEOLOGY

CHAIR: AMY OMAÑA

The Theology Department educates young men and women in the Catholic sacramental worldview and tradition in a challenging academic environment. Students discern their intrapersonal relationships with God and their neighbor and consider the moral rights and responsibilities that come with this relationship. The academic program includes an in-depth study of the life of Jesus and his mission, Scripture, tradition, Catholic social justice, morality, and world religions. The program informs our school community through active participation in service to others to build interpersonal relations in our surrounding communities and the liturgical life of the School.

## MINOR COURSES

### THEOLOGY III: INTRODUCTION TO MORALITY

This course introduces students to the concepts of morality and social conscience. Students will use Canterbury's Five Values as a framework to explore the aspects of the development of character and its influence on decision making as well as our relationship with God, self, and others. *For Third Formers.*

### THEOLOGY IV: SOCIAL ACTION AND THE COMMON GOOD

The common good as a foundational principle is closely intertwined with Human dignity and leads to solidarity. Because we are created as social beings, individual rights need to be experienced within the context of promotion of the common good. Modern Catholic Social Thought speaks of solidarity not only as a virtue to be enacted by individual persons one at a time, but also as expressed in the economic, cultural, political, and religious institutions that shape society. As human interdependence grows throughout the world, the common good takes on an increasingly universal complexion and consequently involves rights and duties with respect to the whole human race. Through topical readings, case studies, and personal reflection, students in the Fourth Form will imagine a new model of international interdependent responsibility and pursuit of the common good through the lens of Catholic Social Teaching and our relational roles as agents of moral action within society. Analytical reflection, critical thinking, and community dialogue will form the framework of the course. *For Fourth Formers.*

## FIFTH AND SIXTH FORM ELECTIVES

### PHILOSOPHY: ETHICS (FALL)

This semester course is an introduction to moral philosophy. We'll discuss various theories in moral philosophy regarding what makes actions right or wrong, what makes someone a good person, and what it takes for a person to be morally responsible for some action or attitude. We will ask a number of questions about such claims in order to better understand the nature of morality. With respect to all of the questions we will investigate competing answers and critically engage with them to evaluate their strengths and weaknesses. First, we will ask what we are doing when we say that an action is wrong: are we expressing a negative emotional

reaction to it, offering our personal opinion, or making an objective claim about the action that it is possible to be mistaken about? Second, we will ask what makes actions right or wrong: is it the consequences of the action, or whether or not we have a duty to perform the action, or whether or not good people characteristically perform those actions? This course aims to evaluate these moral theories, in part, by focusing on how they bear on particular contemporary moral issues but also to improve the student's ability to think carefully and critically about ethical issues and to express his/her own views in a clear, well-reasoned way through both writing and conversation.

### RELIGION AND CONFLICT (FALL)

All religions teach that peace and justice are core components of their nature. Yet, the reality is that members of religions often use religious principles to justify violence towards others. What are we to make of this? How should we understand it? Religiously justified violence is a constant theme in our world. This course will look at various case studies of the interaction between religion and violence and their relevance to our current world from multiple religious perspectives.

### LIBERATION THEOLOGY (SPRING)

Liberation theology emerged as one of the most important theological movements of the twentieth century. Overcoming poverty became a fundamental teaching of liberation theology. From its beginning, this movement has focused especially on explaining what it means to follow Jesus in a world marked by staggering poverty and structural injustice. Liberation Theology is understood as a dynamic, modern, spiritual-political-social movement. Students will examine the social and biblical contexts out of which liberation theology was born; consider closely several seminal liberationist texts; analyze various critiques of liberation theology; and consider the present and future of the movement.

### METAPHYSICS (SPRING)

Metaphysics is the study of reality—of what exists. Questions within the field of metaphysics involve many of the "big" issues in life: Is there an absolute right and wrong? Does God (or a creator) exist? Who are we? Does free will exist or are we traveling on a predetermined path? What is the nature of evil and why does it exist at all? All of these concepts and more, as well as their implications for human thought and life, are part and parcel of the philosophical discipline of metaphysics. While most people

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## COURSE OFFERINGS

may not think in terms of “doing metaphysical thought”, the fact remains that all thinking human beings have some sort of metaphysics that guide their lives everyday and inform their basic “worldview.” Students in this course will explore various topics in metaphysics with the aim of grasping a deeper understanding of their own reality, existence, and place in time and space. Students will be challenged to think and debate, as well as write and synthesize.

### **GRIEF AND LOSS (FALL OR SPRING)**

Grief and Loss is an exploration into the different aspects of grief, death, and life. Students will explore common misinformation about grief, as well as the different types of loss other than death. Other topics covered are different cultural perspectives on death, the survivor’s experience of grief, and different cultural and religious beliefs about life after death. We also explore near-death experience and conclude the course by reading the book *The Shack*. The goal of the course is to introduce students to loss in a way that is informative and give them the tools to help navigate this experience in the future.

### **RELIGIONS OF THE WORLD (FALL OR SPRING)**

This is an introductory study of past and present world religions. Looking through a chronological lens, students begin with the development of religion as a way to interpret and understand the primitive world. In the first semester, students will study the earliest indigenous traditions as well as Hinduism and Buddhism. In the second semester, students go beyond the eastern traditions and explore the monotheistic traditions of Judaism, Christianity, and Islam. Added to our historical and doctrinal study is a review of the ethical stance each religion takes on the contemporary issues of peace and justice.

### **SOCIAL JUSTICE (FALL OR SPRING)**

Students in this course will explore social justice issues, the foundational principles of Catholic social teaching, and apply their knowledge and faith to their experiential service work by engaging in an ongoing community service project. This course requires students to engage in learning about the organizations and communities they serve, the challenges they face, and issues of social justice on a local, national, and global level. While students engage in their service projects independently, they meet as a group to examine the theological foundations of social justice, discuss readings, current events, and to share reflections on their experiences. The coursework includes assigned readings, a reflection journal, and culminates with a final project presentation or research project.

### **SPIRITUAL JOURNEY (FALL OR SPRING)**

Readings from scripture, literature, modern theologians, and spiritual heroes will be our guides through an exploration of the theme of life as a journey toward reality, universal truth, and ultimately God and spirituality. Students will also specifically explore the concept of pilgrimage. This course will cover topics such as mindfulness, spiritual renewal, intentional travel, and the sacred journey. Inspired by formulating more questions

than answers, the value of searching for those answers, and the process of discernment, students will challenge themselves to consider how responses to experiences allow opportunity to draw into deeper understanding and connection with God, self, and others.

## STUDIO AND PERFORMING ARTS

The Visual and Performing Arts provide students with courses leading to aesthetic literacy and an appreciation of the arts. Our many offerings give students an opportunity for intrapersonal exploration to make “art” through music, theater, and studio art. Emphasis is on understanding aesthetic principles and placing the arts in an historical and cultural context. Visual and Performing Arts courses have workload expectations similar to other academic areas. Students fulfill course requirements while visiting museums, galleries, instrumental performances, participating in recording sessions, or on-campus workshops. Fees depend upon the destination. For the serious Fine Arts student, the department offers portfolio direction and preparation in each area, a varied curriculum, exposure to many media, and independent study opportunities.

### STUDIO ARTS

CURATOR OF THE EDWARD J. DUFFY FAMILY ART GALLERY: CHARLES HOLLINGER

#### MAJOR COURSES

(Course fee applies to all Studio Arts classes)

##### CERAMICS (FALL)

This course investigates various ways to create functional and sculptural objects with clay. Hand building techniques include pinch, slab, and coils along with a preliminary introduction to throwing on the wheel. *For Fourth, Fifth and Sixth Formers.*

##### SCULPTURE (SPRING)

This course explores the processes of modeling, carving, construction, and assemblage in wood, paper, plaster, wire, and found materials. Students begin with projects that help them visualize the transition from two- to three-dimensional design. Assignments progress into sculpture-in-the-round or free standing works. *For Fourth, Fifth and Sixth Formers.*

##### INTRODUCTION TO VISUAL ART (FALL OR SPRING)

This course introduces the studio experience through the exploration of in-depth design concepts, terminology, and various media. Projects include drawing, painting, printmaking, and 2D and 3D Design. The course is strongly suggested as a prerequisite for further work in studio art. *For Third and Fourth Formers.*

##### DRAWING (FALL OR SPRING)

Students study the expression of visual thought through drawing. Areas covered include contour drawing, still life, portrait, perspective drawing, and experimental techniques. Students use pastels, charcoal, ink, pencils, markers and other mediums. Students will be assigned projects that utilize images from everyday surroundings and their imagination to form unique compositions. *For Fourth, Fifth and Sixth Formers.*

##### MIXED MEDIA (FALL AND SPRING)

This course provides students with an introduction to various experimental and traditional printing processes and their relationship to composition and color. Among the types of prints that may be covered include the use of digital imagery, monotype, linoleum, woodblock, embossing, and screen print. Assignments may include a t-shirt logo design, postcard project, and a large-scale transportation design using various textures

including tires from large machinery. Experimentation is encouraged! *For Fourth, Fifth and Sixth Formers.*

##### PAINTING (FALL OR SPRING)

Through experimentation and related exercises, students learn about painting as a medium of visual expression. Basic studies include drawing, color theory, and composition. Students explore a variety of subject matter from direct observation as well as from their imagination. Materials may include watercolor, acrylic, and collage. *For Fourth, Fifth and Sixth Formers.*

##### ADVANCED ART PORTFOLIO, ADVANCED 2-D OR 3-D DESIGN (SPRING)

(OFFERED AS STUDENTS QUALIFY)

In this course, advanced students will focus on experiential techniques and concepts as they continue to develop skills to produce high quality works of art in two or three dimensions. Emphasis is placed on creating more complex visual statements using a wide range of materials and processes. Topics may include social or political statements resulting from in-depth studies of contemporary artists. Students will also have the opportunity to focus on a chosen subject or medium. The course is intended for advanced students creating a portfolio, but not taking the AP exam.

##### ADVANCED CERAMICS, ADVANCED PAINTING, ADVANCED MIXED MEDIA

(OFFERED AS STUDENTS QUALIFY)

These courses build on the same techniques and media learned in the introductory courses. The advanced courses emphasize a more conceptual approach and development of personal style. Students also use these courses to help them prepare a portfolio for college entrance or to enhance their college applications.

##### ADVANCED PLACEMENT TWO-DIMENSIONAL DESIGN

(OFFERED AS STUDENTS QUALIFY)

This course is for the serious art student whose prior work exhibits advanced technical experience and conceptual thought processes. Students work in drawing, painting, photography, collage and mixed media. Students spend the academic year focusing on a chosen theme or concentration. Explored in-depth, this theme is expressed using various color, design, and compositional techniques. *AP Portfolios are submitted in May.*

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## COURSE OFFERINGS

### **ADVANCED PLACEMENT THREE-DIMENSIONAL DESIGN**

*(OFFERED AS STUDENTS QUALIFY)*

This course is for the serious art student whose prior work exhibits advanced technical experience and conceptual thought processes. The course focuses specifically on developing advanced spatial design solutions. An understanding of drawing, painting and sculpture is expected. Students spend the academic year focusing on a chosen theme or concentration. Explored in-depth, this theme is expressed using various color, design, and compositional techniques. *AP Portfolios are submitted in May.*

### **ADVANCED PLACEMENT DRAWING (OFFERED AS STUDENTS QUALIFY)**

This course is for the serious art student whose prior work exhibits advanced technical experience and conceptual thought processes. The course focuses specifically on using a variety of drawing media. Students spend the academic year focusing on a chosen theme or concentration. Explored in depth, this theme is expressed using various color, design, and compositional techniques. *AP Portfolios are submitted in May.*

## PERFORMING ARTS

CHAIR: SARAH ARMSTRONG

### **MAJOR COURSES**

#### **CONTEMPORARY MUSIC BAND**

The Contemporary Music Band is a high-level ensemble composed of a select group of instrumental and vocal students, specializing in music from a broad spectrum of contemporary music styles such as pop, R&B, rock, jazz, and funk. Students prepare music for performance at various concerts and special events throughout the year, both on and off campus. In addition, students are given the opportunity to record a digital portfolio in our on-campus recording studio. When selecting pieces for the group, students' musical experience as well as musical interests are considered. Students enjoy having some input into song selections. *By audition.*

#### **VARSITY VOICES**

Varsity Voices is Canterbury's high-level vocal acapella ensemble, specializing in contemporary and popular music. Explore tight vocal harmonies, complex rhythms, and advanced vocal techniques in this challenging and fast-paced environment. Varsity Voices is an auditioned ensemble for all voice types and students who have experience in vocal percussion/beat boxing. This ensemble will perform regularly both on and off campus. *By audition.*

#### **COMPUTER MUSIC 1: USING GARAGEBAND (FALL)**

This is a course open to beginners as well as those experienced with GarageBand. Students learn how to record and edit music, create beats, and mix tracks. After taking this class students will be able to record a project, record a podcast episode and record a movie score.

#### **COMPUTER MUSIC 2: USING PRO-LOGIC (SPRING)**

In this class students learn how to create, record, and mix music with Logic Pro X. This course is open to all students. Students will learn how to create their own music with Apple Loops, record MIDI with software instruments, learn how to write beats and learn how to record audio. At the end of this class students will be able to create their own beats and songs with the Logic Pro X Software. (Computer Music 1 is not a requirement of Computer Music 2)

### **MINOR COURSES**

#### **CARILLON GUILD**

This course introduces students to the art of playing the carillon. Students will work on the practice clavier, preparing music suitable for the instrument. Canterbury has the unique honor of housing one of Connecticut's eleven Carillons. Located in the Chapel of Our Lady, Canterbury's Carillon was installed in 1931, making it one of the oldest in Connecticut, as well as the smallest, with twenty-three bells. When a student has reached an appropriate level of mastery on the practice clavier, they will have the opportunity to perform on the chapel's Carillon.

#### **CHORALE**

Canterbury Chorale is the place where anyone can find their singing voice. This choir emphasizes the healthy habits of ensemble singing through a variety of genres and styles. Canterbury Chorale is open to all students, without audition, and performs at various concerts and special events throughout the school year.

#### **CLASSICAL CHAMBER**

Classical Chamber is made up of small groups of two to four players, who rehearse and perform selections from the standard chamber music repertoire and contemporary pop. The material is chosen based on the ability and instrumentation of each group. This is an excellent opportunity for students to be exposed to material that is often not studied on the pre-college level. Each student will be expected to participate in all rehearsals and performances of the ensemble. Prerequisite: These ensembles are for more advanced students and are not classes in instrumental instruction. Students are expected to have an instrument available for full-time use. Private lessons are encouraged but not necessary, as long as the student can perform the music assigned. *By audition.*

#### **CONTEMPORARY MUSIC BAND**

The Contemporary Music Band is a high-level ensemble composed of a select group of instrumental and vocal students, specializing in music from a broad spectrum of contemporary music styles such as pop, R&B, rock, jazz, and funk. Students prepare music for performance at various concerts and special events throughout the year, both on and off campus. In addition, students are given the opportunity to record a digital portfolio in our on-campus recording studio. When selecting pieces for the group, students' musical experience as well as musical interests are considered. Students enjoy having some input into song selections. *By audition.*

**JAZZ/ROCK/POP ENSEMBLE**

The Jazz-Rock-Pop Ensemble plays contemporary styles of music in the pop, rock, and jazz genres. Students with experience playing the following instruments are welcome: alto sax, tenor sax, baritone sax, soprano sax, trumpet, trombone, piano, bass, guitar, and drums. Students in this ensemble will work together to prepare music for performance at concerts and special events. *By audition*

**ORCHESTRA**

The Canterbury Orchestra will perform various selections from an expanded repertoire including styles of music ranging from symphonic to contemporary pop selections. The material will be chosen based on the ability of the group as a whole. Students will be expected to participate in all rehearsals and performances of the Orchestra. Prerequisite: This is not a class in instrumental instruction. Students must have played an orchestral instrument (woodwind, brass, or string) and have the basic knowledge thereof. This instrument must be available to the student for full-time use. Private lessons are encouraged but not necessary, as long as the student can perform the music assigned. *By audition.*

**ROCK BAND**

In Rock Band, students of beginner to intermediate level on the guitar, bass, drums, or vocals can enjoy preparing songs from a variety of rock music styles. Students will explore the stylistic elements of classic to modern rock and perform at concerts in the fall, winter, and spring. *By audition.*

**CONTEMPORARY MUSIC THEORY (FALL)**

In this course, students will gain a solid understanding of music fundamentals while building their own musical language. The class will focus on a detailed look at the major and minor keys, as well as tools to help the student comprehend scales and chords to be used in original compositions. This course will take the class from rhythm and phrasing, to scales and tonality, and then conclude with intervals and chord building. After taking this course students will be able to compose songs in a variety of genres. As a final project, students will compose, arrange and record an original song.

**SONGWRITING (SPRING)**

This course presents the “power progressions” behind countless hit songs, and dozens of ways to adapt these progressions into original songwriting. Whether you are an experienced songwriter looking for new ideas or a beginning songwriter who can’t read music, this course will lead you to a rich source of songwriting possibilities. Students will have the opportunity to share their work with others, get feedback, and see different ways that these tools can be used. By the end of this course, students will be able to generate a groove, understand and build songs from chord progressions, use cadences, and understand modulation in songs. As a final project, students will compose, arrange and record an original song.

**PRIVATE LESSONS**

Private instruction is offered on guitar, bass, piano, voice, drums, sax, trumpet, clarinet, violin, and cello. All private instructors are experienced musicians in the fields of music education and performance. Private lessons meet once a week and can count towards fulfilling the Fine Arts credit requirement. This is a great opportunity for any student who wishes to learn an instrument or excel on an instrument they have experience in playing. *A fee is charged for private instruction.*

**THEATER**

THEATER CO-DIRECTORS: SARAH ARMSTRONG AND KEIKO MATHEWSON

Theater course credits count toward fulfilling the Visual and Performing Arts graduation requirement.

**THEATER PRODUCTION (FALL)**

Student actors, through rehearsal and performance in the fall play, practice techniques unique to theatrical production. Analyzing character, understanding relationships between characters, vocal projection and body expression are all part of the course. Actors are expected to display disciplined work ethic, teamwork and personal responsibility as basic requirements for participation. Two performances on the Canterbury stage for audiences culminate the course. This counts as either minor (.25) or major (.5) credit, depending on time commitment. *By audition.*

**MUSICAL THEATER PRODUCTION (SPRING)**

Student actors, through rehearsal and performance in the spring musical, practice performance techniques unique to musical productions. Singing, dancing and the art of performance in this genre are part of the course. Actors are expected to display disciplined work ethic, teamwork, and personal responsibility as basic requirements for participation. Two performances on the Canterbury stage for audiences culminate the course. Counts as either minor (.25) or major (.5) credit, depending on time commitment. *By audition.*

**TECHNICAL THEATER (FALL OR SPRING)**

Students will obtain knowledge of the behind-the-scenes collaboration that takes a production from an initial script selection through design and implementation to the final curtain. Students will learn the basics of set-building, lighting, and sound design for drama productions and will be well prepared to handle operations on their own at showtime. Students will become familiar with the proper use of tools for set-building, gain an understanding of set design as it applies to Canterbury’s theater space and learn the basics of stage maintenance, lighting, and sound needs for the actors. Instruction will emphasize terminology, basic concepts and safety. Two performances on the Canterbury stage for audiences culminate the course. This course counts as either a minor (.25) or major (.5) credit, depending on time commitment. *By audition.*

Hot Breakfast: 7:30 - 8:30  
 Continental Breakfast: 8:30 - 9:00

## 2021 - 2022 ACADEMIC SCHEDULE

Lunch: 11:30 - 1:30  
 Dinner: 5:30 - 7:00

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>C</b> 8:30 - 9:15	<b>A</b> 8:30 - 9:15	Faculty/Department Mtgs 8:15 - 8:55	<b>D</b> 8:30 - 9:15	<b>E</b> 8:30 - 9:15	<b>COLUMBIA</b> G1: 8:30 - 9:15 C: 9:20 - 10:05 <i>BREAK</i> B: 10:25 - 11:10 A: 11:15 - 12:00  <b>NAVY</b> G2: 8:30 - 9:15 F: 9:20 - 10:05 <i>BREAK</i> D: 10:25 - 11:10 E: 11:15 - 12:00
<b>F</b> 9:20 - 10:05	<b>D</b> 9:20 - 10:05	<b>B</b> 9:00 - 9:45	<b>E</b> 9:20 - 10:05	<b>A</b> 9:20 - 10:05	
School Meeting 10:10 - 10:45	Advisory 10:10 - 10:45	<b>F</b> 9:50 - 10:35 <i>BREAK</i>	School Meeting 10:10 - 10:45	School Meeting 10:10 - 10:45	
<b>A</b> 10:50 - 11:35	<b>B</b> 10:50 - 11:35	<b>E</b> 10:55 - 11:40	<b>C</b> 10:50 - 11:35	<b>D</b> 10:50 - 11:35	
<b>G</b> 11:40 - 12:25	<b>G</b> 11:40 - 12:25	<b>D</b> 11:45 - 12:30	<b>G</b> 11:40 - 12:25	<b>G</b> 11:40 - 12:25	
Conferences	Conferences	Athletics & Activities	Conferences	Conferences	
<b>B</b> 12:50 - 1:35	<b>C</b> 12:50 - 1:35		<b>A</b> 12:50 - 1:35	<b>F</b> 12:50 - 1:35	
<b>H</b> 1:40 - 2:25	<b>H</b> 1:40 - 2:25		<b>H</b> 1:40 - 2:25	<b>H</b> 1:40 - 2:25	
<b>E</b> 2:30 - 3:15	<b>F</b> 2:30 - 3:15		<b>B</b> 2:30 - 3:15	<b>C</b> 2:30 - 3:15	